

"Risk Taker"

GOAL: (From Curriculum Document - Main learning area = Social Science):

- Understand how early Polynesian and British migrants to New Zealand have continuing significance for tangata whenua and communities.
- Understand how the movement of people affects cultural diversity and interaction in New Zealand.

Enduring Understandings:

- Taking risks is important for your own personal development
- There are positive and negative outcomes when engaging in risk taking behavior
- There are a number of factors that influence risk taking

Essential Questions:

- What is a risk and why do people take risks?
- What do good risk takers do and what resources do they use?
- What factors influence risk taking?

Skills:

The children will be able to:

Communicate by asking questions, gathering information.

Explore and analyse peoples reasons for taking risks.

Reflect on how risk taking has positive and negative outcomes.

Knowledge:

The children will know:

Risk taking is not doing something unprepared. Risk taking requires gathering facts and considering the possible outcomes.

Risk taking brings about change.

Assessment

Six Facets of Understanding:

- Explanation
- Interpretation
- Application
- Perspective
- Empathy
- Self-Knowledge

Construction of performance tasks using GRASPS:

- Goal
- Role
- Audience
- Situation
- Product, Performance and Purpose
- Standards, criteria for success.

Performance Task:

Create a poster to show their understanding of risk taking and the movement of people.

(We would expect to see some evidence of the knowledge and skills identified above.)

Other Evidence:

Draw scale model of a ship.

Build a scale model of a ship.

Participating in group and class discussions.

Kimihia School
 Rubric to Assess Understanding of the
 Concept "Risk Taker"
 Term 2 2010

Teacher:

Year level:

Level:

	Rubric	Students
Prestructural	Present a poster. May contain a picture and title of risk taker. May have one relevant fact.	
Unistructural	Presents 2-4 relevant facts. May include relevant pictures to support.	
Multistructural	Present some facts supported with relevant pictures. At least five relevant facts.	
Relational	A link between risk taking and the immigration information. Showing an understanding of why people took the risk to immigrate.	
Extended Abstract	Chart to present relevant data to show reasons why people take the risk to immigrate and the changes resulting from these risks.	

Learning Experiences

Points to consider:

"WHERE TO"

Where are we going? **Why?** **What** is expected?
How will we **hook** and **hold** students interest?
How will we **equip** students for expected performances?
How will we help students **rethink** and **revise**?
How will students self-**evaluate** and reflect on their learning?
How will we **tailor** learning to varied needs, interests, styles?
How will we **organize** and sequence the learning?

"Action Learning Cycle"

- Teacher planning
- Deciding
- Finding (Locating)
- Using (Selecting/Analysing)
- Recording (Organising/Synthesising)
- Presenting (Creating/Communicating)
- Evaluating - continually

Resources:

YouTube

Internet

Picture packs on immigration

School Journal stories

Learning Experiences:

Hook - video waka to Tahiti? Boat journey across the Tasman (something in video to talk about his preparations)?

Introduce, what is a risk taker?

What it means in real life - space available on the ship. Construct a life-size cabin.
Research task.

Te Reo:

Maori culture, immigration to New Zealand. Impact of immigration on Maori culture.

Maths:

Draw a scale model of a ship. Planning of food - work out rations for each person, how long on the ship, spoilage, how to make the food last.

Reading:

Integrate appropriate reading material into reading contracts. Journal stories about immigration.

Health and P.E.:

How did they maintain health and fitness on the waka or ship? What games did children play?

Homework:

One week during the term- research their own families: about where they came from, when, why, and how?

Learning Experiences:

Drama:

Pose a problem, look at the risks, possible outcomes, is this a reasonable risk? Children role play in groups.

Pictures:

What is happening? What has happened before this? What are the risks? What are the possible outcomes? E.t.c.

Evaluation
Concept – Risk Taker

Level:
Teacher:

Term 2 2010

What went well:	Improvements/ideas for next time:
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